

NATIONAL ALLIANCE OF  
**CONCURRENT ENROLLMENT**  
PARTNERSHIPS

# Identity Development and College Success

**February 9, 2017**

**GATEWAY**  
*to*  
**COLLEGE**  
NATIONAL NETWORK

*advancing quality college courses for high school students*

# Presenters

## **Nick Mathern , Vice President of Programs**

Nick has brokered agreements between colleges, school districts, and state education agencies to replicate and implement Gateway to College programs in more than 50 communities for over 10 years. He is also responsible for developing and executing the National Network's policy agenda, which aims to broaden pathways and create appropriate funding and accountability systems for opportunity youth to reengage with education and achieve post-secondary success.



## **Dr. Devora Shamah, Director of Research & Evaluation**

Devora has conducted research on educational, career, and family aspirations; sense of purpose; and identity development in adolescents. Current research and evaluation projects focus on student support, positive youth development, and program improvement. She is a national consultant to community colleges interested in implementing technology to improve the advising services for underserved and at-risk young people entering the world of higher education.

# Identity



# Opportunity Youth

- Opportunity youth are young people between the ages of 16 to 24 who are neither enrolled in school nor participating in the labor market
- There are 5.5 million opportunity youth in the US today



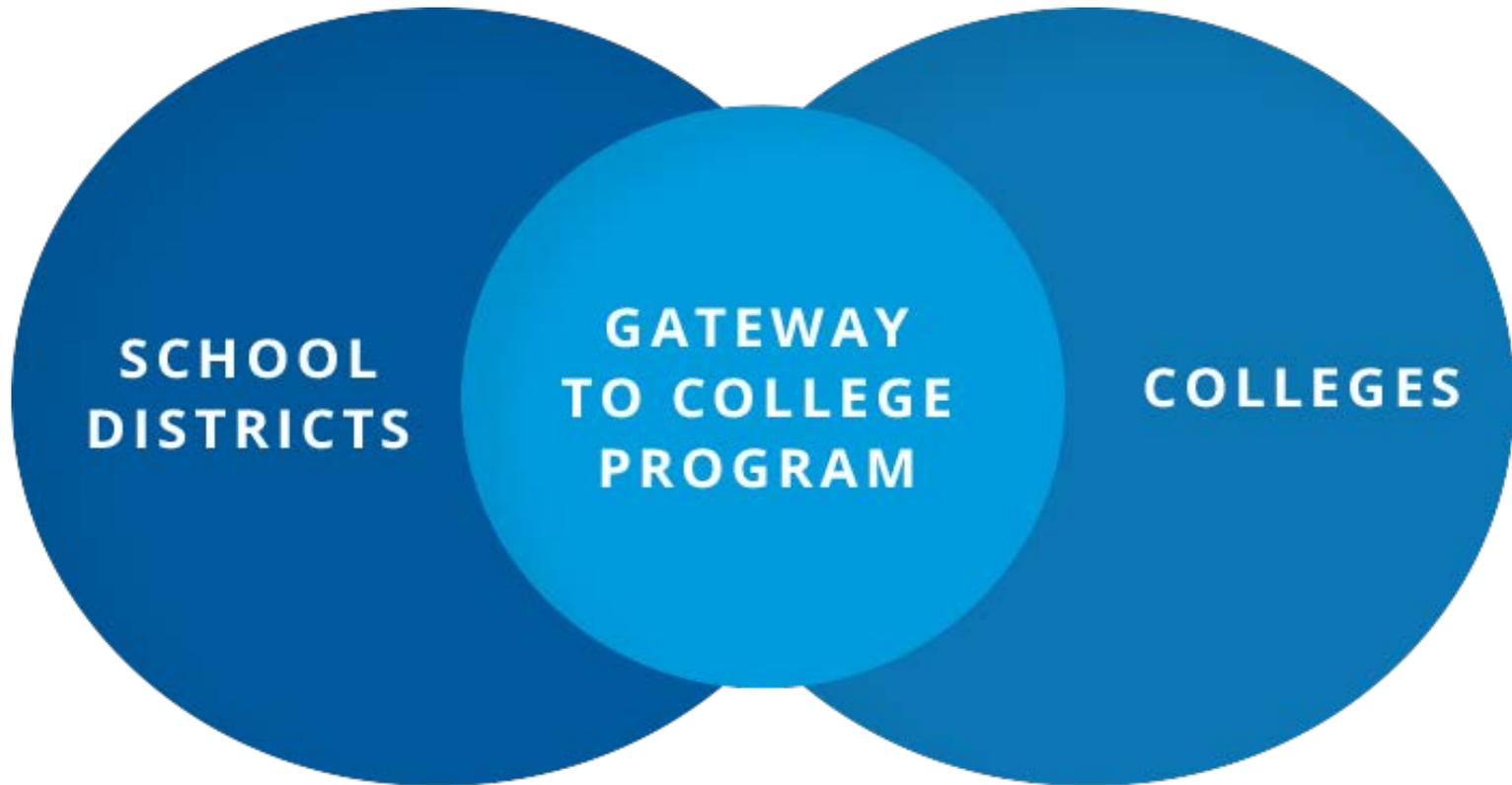
# Dual Enrollment for OY

Research shows that dual enrollment has the biggest impact for low income and first generation students but dual enrollment programs are often beyond the reach of the most vulnerable youth.

A handful of states have created policies to make college access a reality for previously disconnected high school students so communities can leverage K-12 resources with the relevance of post-secondary education.



# A Unique Collaboration



*A sustainable college-based model for out-of-school and off-track youth that connects K-12 school districts and colleges.*



# Meeting Multiple Needs

Gateway uses dual enrollment as a youth reengagement & high school completion strategy.

In addition, Gateway increases college access & readiness for struggling students.



# Student Eligibility & Profile

- Between 16 and 21 years old
- Out of school or on the verge of dropping out
- Behind in high school credits (for age and grade level)
- GPA of 2.0 or below
- Lives in an eligible school district



Student Profile at Entry	
Average Age	17
Average High School GPA	1.62
Average High School Credits	51% of credits needed for diploma
Students of Color	64%
1 <sup>st</sup> Gen College Students	77%
Low Income Students	68%

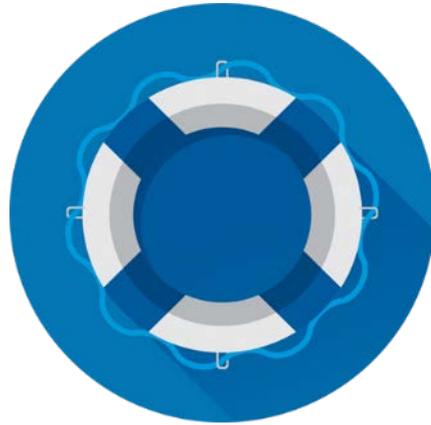
# Significant Dual Credit



- College opportunity is a powerful incentive and crucial for establishing new identity
- GtC programs seek optimal balance of K-12 & college instruction



# Holistic Student Support



- Relationships are absolutely crucial and youth have profound response to personalized attention
- Great care is taken to facilitate a strong sense of belonging
- Even while achieving success, students continue to face substantial external barriers



# College Identity and Dual Credit

*“Well I like the fact that I’m going to go to college now. It’s not like a fake term or anything, I’m actually going to college and getting college units.”*



# What is your biggest accomplishment?

*“Probably, being able to take more college classes and doing well in them. Knowing that I can do good in a college level class with all these other students.”*



# Dual Credit makes Education Relevant

*“I think the fact that I am also earning college credit it just seems like I can see how it’s actually benefitting my future.”*



# Academic Success Matters

*“I think making the Dean’s List. That was a really big accomplishment for me... But I think getting the good grades and having the GPA and going back and showing it to my brother, that makes me really happy. That shows him that I’m not this dropout... I think that that’s helping him a little bit too. It shows him no matter what happens that if I can do it he can do it.”*



# Academic Success

*“I’ve maintained a grade average that I have not had for a long time and that feels really good. I can look at my grades and actually feel good about that.”*



# Growing Future Aspirations

*“I never actually wanted to go to college. I always said to everyone ‘I’m never going to go to college, never ever, ever,’ and when I got into Gateway I was like ‘Man, I’m in college. Ok that’s fine you know, I’m going to get my high school diploma but then after I get my high school diploma I’m not going to continue with college or university.’ But [my counselor] was like, ‘You should go to university,’ and me and him will go back and forth, ‘No I don’t want to,’ ‘It’s good if you do.’ ... But now I’m seeing that it would be good to get more of an education to have a good stable career.”*



# Benefits of a College Student Identity

- Identity Shift
- Academic Success
- Growing Aspirations
- Relevance
- Independence and Adult Responsibilities



# Ways to Build College Identities

- Dual Credit Opportunities
  - Time Spent on Campus
- High Expectations with Support
  - Strong Relationships with Caring Adults
  - Explicit Guidance on Communication and Time Management
- Use Identity Based Motivation



# Curriculum Based Intervention

## SCHOOL-TO-JOBS:

An intervention using Identity-Based Motivation to improve academic outcomes.

Daphna Oyserman, PhD  
University of Southern California



# Identity Based Motivation

Identity Based Motivation theory predicts that individuals have many social and personal identities and the ones that matter are those that come to mind and are experienced as relevant.



# DAPHNA OYSERMAN



**Dr. Daphna Oyserman**  
Dean's Professor, Department of  
Psychology  
Professor of Education and of  
Communication

Dr. Daphna Oyserman's research examines how small changes in context can shift mindsets, and so the perceived meaning of behaviors and situations, with large downstream effects on important and consequential outcomes, including health and academic performance. Her theoretical and experimental work conceptualizes the underlying processes, which she then translates into real-world interventions.



# Possible and Feared Selves

- Possible selves exist across domains
  - Work
  - Lifestyle
  - Family & Relationships
  - Community Service
- Possible selves are stronger with feared selves
- Possible and feared selves alone do not change behavior or build motivation



# School to Jobs

- The future is near
- Difficulty means important  
(not I don't belong)
- Identity-congruent strategies



# The Future is Near



- One year future self
- Far future self (Adulthood)



# Difficulty Means Important

- Difficulty can convey “I don’t belong”
- Difficulty can convey “impossible”
- Difficulty should convey - this is important, and this is possible
- Difficulty interpretations are distinct from brain malleability and mindset



# Identity Congruent Strategies



- Aspirations alone are not enough
- Future self as education-dependent
- Social identity



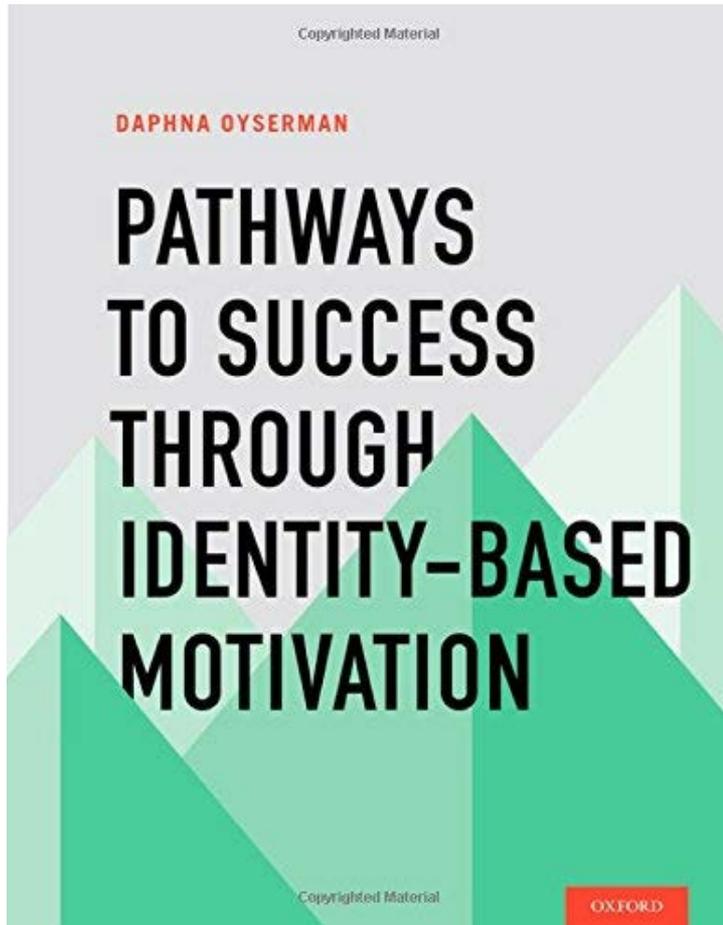
# Evidence for School to Jobs

- Attendance ↑
- Time on Homework ↑
- GPA ↑
- Behavior problems in class ↓

*In studies with 7<sup>th</sup> graders these effects were present 2 years later after the transition to high school.*

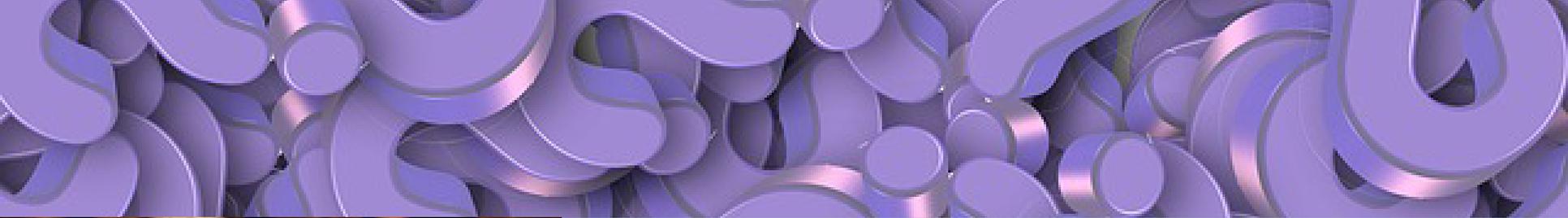


# Identity-Based Motivation



- **Identity-Based Motivation** theoretical framework
- **School-to-Jobs (STJ)** Intervention (11 lessons and parent session)
- **Pathways to Success** (another name for the intervention)
- **Daphna Oyserman's website:**
  - <https://dornsife.usc.edu/daphna-oyserman/>





## Future NACEP Events:

**February 15:** Strengthening College Transition in State ESSA Plans (Webinar)

**February 22:** Winter Accreditation Institute (Everett Community College, WA)

**March 2:** Insights into Federal Financial Aid: Understanding Satisfactory Academic Progress (Webinar)

**March 9:** NACEP's New Strategic Plan: What Does it Mean? (Webinar)

**March-July 2017-** The Accreditation Webinar Mini-Series Returns

**April 3-4<sup>th</sup>-** Western Regional Conference (Missoula College, MT)

